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ABSTRACT

This document reports on a conference designed to investigate new directions in Asian studies in undergraduate education in the 1970's. Discussed were: the language and area studies implications for teaching asian Studies at the undergraduate level; future needs for materials in Asian studies; what an area studies program should be at an undergraduate college; and interinstitutional cooperation in developing Asian studies in undergraduate education. Panel sessions on assessment of existing learning resources for undergraduate Asian studies with emphasis on Japan, China, Southeast Asia, and South Asia were presented. Principal conference findings indicate that while there has been substantial progress in the past decade in growth of Asian studies in undergraduate education, there are many gaps and needs that can be met through cooperative effort of various kinds among major university centers. (MJM)

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NEW DIRECTIONS IN ASIAN STUDIES IN UNDERGRADUATE EDUCATION IN THE 1970'S

Report of a Conference Jointly Sponsored by the Columbia University School of International Affairs and Committee on Oriental Studies and the New York State Education Department's Center for International Programs and Comparative Studies under a Lilly Endowment Grant to the Council for Intercultural Studies and Programs

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Columbia University
New York City
October 26-27, 1973

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Foreign Area Materials Center
THE STATE EDUCATION DEPARTMENT
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PRINCIPAL CONFERENCE FINDINGS AND CONCLUSIONS

1) While there has been substantial progress in the past decade in growth of Asian studies in undergraduate education and in the quality and variety of learning resources available and although there is more material which exists than is being effectively used, gaps and needs still persist. Meeting these gaps and needs will require cooperative effort of various kinds among major university centers of advanced training and research, four-year colleges, and community colleges. (Presentations by Richard Lambert, Wm. Theodore deBary, and Henry Acres, pp. 1-7, and Appendix 4, pp. 60-65.)

2) Reviews of existing learning resources for undergraduate use on Japan by Ardath Burks of Rutgers University (pp. 7-13), China by John Meskill of Barnard College (pp. 14-16), Southeast Asia by Margaret Roff of Manhattan Community College (pp. 16-20), and South Asia by Robert Crane of Syracuse University (pp. 20-26) reveal the richness and variety of teaching and study aids on these areas, including textbooks, bibliographies and other reference sources, and primary sources of different kinds. A survey of study materials now being used (Appendix 3, pp. 51-59) indicates that there is a considerable range of materials and relatively little duplication by faculty members teaching courses in Asian studies at the undergraduate level.

3) The preceding sessions and the discussion groups (pp. 30-42) generated a number of suggestions for future effort, including the following:

A) A more extensive survey of learning resources needed by faculty members teaching courses in Asian studies should be undertaken to determine precisely what is required.

B) More emphasis should be given to learning experiences that deal with affective as well as cognitive understanding of Asian societies and traditions, including novels, films and other audio-visual materials, and other non-book materials.

C) There should be more student involvement in designing learning experiences relevant to their concerns and educational objectives.

D) A deliberate effort should be made to share experiences in developing problem-oriented courses with Asian content through publication of descriptions of these experiences in professional bulletins and newsletters. Also needed are case studies of the experience of different Asian societies in dealing with critical contemporary problems as a basis for incorporating these experiences into problem-oriented courses.

E) Major university centers should engage in a more active effort at "outreach" to secondary schools, community colleges, four-year colleges, and community groups through teaching interns, special seminars on problems of teaching, speaker's bureaus, and the like.

F) Infusion of Asian literature into comparative literature courses is needed, as is the development of materials which relate Asian religious traditions to contemporary social institutions.

G) The study of Asian-American communities in the United States and their experiences in relating to the larger social environment provides a valuable means of enriching courses and programs in Asian studies and making these courses and programs "come alive" to students who have had no direct experience in Asia.

CONTENTS

Principal Findings and Conclusions ii

Introduction vi

Summaries of Discussion and Presentations.. 1

The Language and Area Studies Review: Implications for Teaching Asian Studies at the Undergraduate Level by Richard Lambert, University of Pennsylvania 1

Future Needs for Materials in Asian Studies, by Wm. Theodore deBary, Columbia University.. 4

What Should An Area Studies Program Be at an Undergraduate College, by Donald Gillin, Vassar College, and Mother Adele Fiske, Manhattanville College 5

Interinstitutional Cooperation in Developing Asian Studies in Undergraduate Education - Potentialities and Limitations, by Henry Acres Cedar Crest & Muhlenberg Colleges 6

Panel Session on Assessment of Existing Learning Resources for Undergraduate Asian Studies 7

Japan, by Ardath W. Burks, Rutgers University 7

China, by John Meskill, Barnard College 14

Southeast Asia, by Margaret Clark Roff, Manhattan Community College 16

South Asia, by Robert I. Crane, Syracuse University 20

Summary of Discussion of Panel Presentations of Learning Resources for Undergraduate Asian Studies 26

Demonstration of Visual Resources for Undergraduate Instruction in Asian Studies 28

Session on China 28

Session on India 29

Reports of Discussion Group Sessions 30

How Can Graduate Students from a Large University Center Participate in the Program of Neighboring Institutions, by Andrew Nathan, Columbia University 30

Self-Instructional Language Programs, by John McCoy, Cornell University 34

Asian Studies in Religion, by Thomas Hopkins, Franklin and Marshall College 36

Asian Studies in the Community College Curriculum, by Marion Friedewald, New York City Community College 37

Infusing Asian Materials into Problem-Oriented Courses, by Granville Sewell, Columbia University.. 38

Asian Studies in Literature, by Barbara Stoler Miller, Barnard College & Columbia University 40

Use of Local Resources to Provide an Off-Campus Asian Studies Experience without Going Overseas, by Bernadette Li, State University of New York at Purchase 42

Appendices 43

1) Conference Program 43

2) List of Conference Participants.. 46

3) Survey of Required Readings in Asian Studies 51

4) Survey of Undergraduate Courses on Asia in New York State Colleges and Universities 60

INTRODUCTION

This report grows out of one of a series of regional conferences or workshops on new directions for intercultural studies in undergraduate education in the 1970's, supported by a grant from the Lilly Endowment to the Council for Intercultural Studies and Programs, as well as by financial support from Columbia University. Jointly sponsored by Columbia's School of International Affairs and Committee on Oriental Studies and the New York State Education Department's Center for International Programs and Comparative Studies, the conference brought together close to 100 teachers and scholars in Asian studies at the Columbia University International Affairs Building on October 26 and 27, 1973. Participants were drawn primarily from institutions in the Mid-Atlantic region, including New York and adjacent states.

It has been almost a decade since any systematic survey of teaching Asian studies at the undergraduate level has taken place. In the intervening period, a number of new trends have emerged, including the following:

1) external funding for international studies is getting increasingly difficult to find, making it all the more important to use existing institutional resources in as efficient a way as possible;

2) younger scholars, who were trained during the past ten to fifteen years and are now teaching, have different approaches and different needs for teaching and study materials than their older colleagues;

3) interest in the undergraduate curriculum has been expanded from area studies *per se* to include problems which are transnational in character such as population, urbanization, and environment; and

4) the learning process has become more "student-centered," with the advent of independent study, mini-courses, and new instructional techniques such as simulation and gaming.

The conference sought to explore the issues noted above within the framework of questions such as these:

1) How can Asian studies be moved further into the mainstream of undergraduate education in the 1970's?

What are the needs and expectations of different universes of college students--e.g., in undergraduate professional curricula (engineering, education, business, etc.), in community colleges, in the liberal arts--and how can these needs and expectations be best met, drawing primarily on the institutional and human resources available within the Middle Atlantic region?

2) What types of materials, both book and non-book, are needed to sustain new approaches to Asian studies in the 1970's? Do existing materials provide "models" or "prototypes" that could be developed for other areas and disciplines or do we need new departures? What types of materials exist or need to be developed for problem-oriented courses, independent study, and mini-courses? Are there effective means not yet being followed for interinstitutional cooperation in the evaluation and production of such materials?

3) What is the role of the large university center of Asian studies in relation to surrounding undergraduate institutions? Are there ways not yet being utilized to increase access for students at institutions without qualified faculty into university centers (e.g., in more advanced levels of language instruction), thereby assuring more optimal use of university center resources? How can university center resources (e.g., advanced graduate students as undergraduate teaching interns) be deployed more effectively in surrounding liberal arts and community colleges?

4) What can and should the undergraduate institution do on its own and what can it do in cooperation with other neighboring undergraduate institutions? How can Asian content be best infused into general and problem-oriented courses? How can teachers of such courses best be encouraged and prepared to introduce Asian content into their courses? What kinds of materials do they require and what role should they play in developing these materials so as to assure relevance to their own teaching situation? At a more advanced undergraduate level, what is the future of area studies majors? What is the role of language study in such majors and in the undergraduate curriculum generally?

Preparatory efforts for the conference included two surveys--one of institutions to determine their course offerings on Asia and the other of faculty members teaching courses related to Asia regarding materials used in their courses. Summaries of these surveys are presented in Appendices 3 and 4. We are indebted to the World Studies Data Bank of the Academy for Educational Development for its assistance in the survey of course offerings.

Conferences do not, in and of themselves, provide answers to the kinds of questions set forth above. Hopefully they do offer stimulation to those in a position to do something about such issues. The report which follows will give some indication of the extent to which we were able to confront these issues, but the most important part of the exercise lies in what was learned by those who participated in the give and take of discussion during the conference itself.

At the concluding session of the conference, there appeared to be consensus that whatever kind of report emerged from the conference should reflect expedition rather than stylistic elegance. While the appearance of this report has not been as expeditious as the conference organizers hoped, time has not been sacrificed on refining and polishing the report. It is more in the nature of a working document which will be primarily useful to those who participated in the conference. Only a minimal attempt has been made at editorial uniformity, and for the most part, the various components of the report have been included as they were received, with a few minor editorial touches.

As is the case with most such undertakings, a number of individuals and institutions rendered vital assistance to this conference. Essential financial support came from Columbia University and the Council for Intercultural Studies and Programs. The World Studies Data Bank undertook the institutional survey of course offerings. Edith Ehrman and Kathleen Hale of the Foreign Area Materials Center prepared the final versions of these surveys and helped in other ways too numerous to mention. Ainslie Embree shared with me the responsibility for putting together the program, but as I look back on the weeks leading up to the conference, it was he who did the lion's share of the work. Finally, I should like to express appreciation to R.K. Kapoor for typing the conference report.

Ward Morehouse, Director
Center for International Programs
and Comparative Studies
State Education Department
University of the State of New York

New York
February 20, 1974

SUMMARIES OF DISCUSSION AND PRESENTATIONS

The Language and Area Studies Review: Implications for Teaching Asian Studies at the Undergraduate Level

Richard Lambert
University of Pennsylvania

Summary

Professor Lambert reported on the results of the survey of language and area studies which he conducted, the full report of which is available from the American Academy of Political Science.*

The survey was based on 5,600 replies to questionnaires sent to members of various professional societies, grant applicants, area studies programs, etc. From these replies were gleaned insights into language training, language study, and area studies in the U.S.

Professor Lambert identified these problems in language teaching:

1) There is a lack of materials for teaching beyond the second year.

2) A discontinuity exists between linguists and teachers of literature.

3) Each year new innovations in teaching are wasted because they are not accumulated or documented.

4) Academic year units may not be functional in the study of language.

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*) The address of the Academy is 3937 Chestnut Street, Philadelphia, Penna. 19104. The survey has been published as Monograph No.10 of the Academy and costs $4.00.

5) The movement of all students at the same rate can be dysfunctional.

6) There are no standardized tests of competence and no ways to check for atrophy of skills.

7) There is high mobility of students between language centers with different teaching systems.

8) Career requirements are vague.

9) Learning styles and motivational differences must be accounted for.

10) Students outside the formal university system have no access to further training.

Area studies programs were analyzed in terms of four stages:

1) The initial introduction of some materials by a "been there" faculty member.

2) An introductory survey course along the lines of a Western civilization course.

3) The appeal for recognition by a group of faculty members with like area interests; their attempt to obtain discipline-wide status, library resources, travel opportunities.

4) The full program institutionalized, with degrees offered, at least eight disciplines included, area course offerings, language instruction, and offerings to other universities and abroad.

At the present time undergraduates predominate in area programs. Most programs are composed of only 1/4 to 1/5 graduates. Faculty who teach only graduate courses are found for the most part outside of area studies. The big area studies programs throughout the country are largely composed of undergraduates, despite the fact that we typically consider them graduate programs. Undergraduates are no longer being ignored.

It must be recognized that the institution which teaches both undergraduates and graduate students, and the institution with only undergraduates are two very different settings. Liberal arts colleges have a different atmosphere and set of problems.

The liberal arts college teaching area studies meets these problems:

1) High unit cost.

2) The struggle to assemble faculty.

3) The need for a teaching and research library.

4) Difficulty, without research machinery in existence, of sending faculty overseas.

5) The need to establish "excellence" in order to get external support - excellence based on language spread, reputation of the university in general, etc.

Liberal arts programs also involve high teaching loads and more substantial disruptions as a result of leaves of absence, because of such a limited pool of faculty. A liberal arts college, on the other hand, may be more conducive to language/area studies in that it may be easier to cross disciplinary boundaries, and generally, staff and administration are closer.

Three guidelines for a college deciding whether to staff for a non-European language are:

1) Is the number of students seeking instruction large enough?

2) Is there a low teacher-student ratio and is this desirable?

3) Is there a concurrent demand for advanced study and literature study? Could the same person provide this instruction?

Future Needs for Materials in Asian Studies

Wm. Theodore deBary
Columbia University

Summary

Professor deBary finds that little use is being made of materials which are presently available. He would be interested in a moratorium on meetings and publishing in order to read and assimilate what is available.

He cited an article by C.H. Sulzberger in The New York Times, Oct. 25th, 1973, as an example of oversimplification of a problem due to non-use of sources and materials. Sulzberger's analysis could have been aided by use of a number of readily available sources on Chinese civilization. An important need for academies is to use existing materials to educate newsmen and figures in public life.

deBary identified these educational problems:

1) To convey to figures in public life and the news media an awareness of existing materials and to make them aware of new resources.

2) To overcome a false modesty regarding publishing. We have, in fact, accomplished and produced a great deal.

3) To sharpen critical intelligence in evaluating what we are told. We are not now questioning what we hear from foreign sources to a sufficient degree.

Materials are needed to deal with these problems directly. We should not halt publication, but should realize that traditional publication is not enough.

We need to renew efforts in the task of interpreting the significance of available materials in order to see civilizations from within and to interpret them over time.

There is a need for up-to-date convenient bibliographies which would be made available to persons in public life and the news media. A small staff and a few experts could issue annual bibliographies with suggestions for reading on questions raised in the public press pertaining to interpretations of current issues, with historical references. The bibliographies could be keyed to current issues. This would then allow us to see gaps and deficiencies and identify true needs for new materials.

What Should An Area Studies Program Be at an Undergraduate College

Donald Gillin
Vassar College
and
Mother Adele Fiske
Manhattanville College

Summary

Professor Gillin reported rather pessimistically on the two very large obstacles to success of area studies programs at small colleges: money shortages and parochailism.

Financial shortages and withdrawal of outside funds have meant severe retrenchment in the form of cutbacks on jobs and equipment. Such cutbacks have crippled attempts at expansion, and indeed maintenance, of area studies.

Professor Gillin advocates that the person to head an area studies program or initiate one be someone who is first and foremost a money-raiser. Talent in securing funds is absolutely vital to the development of a program.

Parochailism is a concomitant problem. Senior faculty are often entrenched, e.g. art historians who believe Asian art is so unimportant they refuse to allocate a faculty slot to that field. Area studies faculty frequently have little success persuading their colleagues of the importance of teaching about the Third World.

Student interest in area studies is increasing. Movilizing this interest is perhaps the best way to gain ground. Thus far student interest has had little effect in the improvement of areas such as library resources, however.

Mother Adele Fiske spoke about the cooperation between Manhattanville College and Columbia University in building an area studies program. Such a cooperative link is possible with very strong administrative commitment within the smaller college and proximity to the larger university.

The advantages to the smaller college are many: help with requests for financial aid; use of faculty from the larger university; assistance for faculty research, fieldwork, and further study; access to library resources; and arrangement for sharing lectures and conferences.

Inter-institutional cooperation may be essential for the very small college trying to develop an area studies program. Other benefits include broadened opportunity for faculty and student dialogue across institutional lines with teachers and students from Asian societies to provide a better "feel" for those societies.

Interinstitutional Cooperation in Developing Asian Studies in Undergraduate Education - Potentialities and Limitations

Henry Acres
Cedar Crest and Muhlenberg Colleges
and
Council for Intercultural Studies
and Programs

Summary

The elements of an interinstitutional cooperation program provide a sequence of courses between the participating universities; access to language training; and access to field experience of some duration, optimally two quarters.

Such cooperation allows small colleges to satisfy demands of current appeal, provide professional preparation and training for graduate school programs, and offer educational illumination to students who would otherwise not be exposed to area studies. However, interinstitutional cooperation, if instituted for the wrong reasons,

will fail. The appeal of area studies, alone, will not carry a program. The cooperative nature of the program allows integration of area studies, and removes it from "expendable additive" status.

The single most important element in the success of such a program of cooperation between colleges is very strong and ongoing administrative support. This is the lifeblood of such a venture.

Interinstitutional cooperation can be a regional commitment, as well, with ties to the public schools in the region and to networks of community interest.

Panel Session on Assessment of Existing Learning Resources for Undergraduate Asian Studies

Japan

Ardath W. Burks
Rutgers University

The citations listed below are simply illustrative of my own experience in teaching about Japan -- as a "window" to East Asia -- at the undergraduate level. They also reflect particular experience in the social sciences, tempered by use in inter-area, inter-disciplinary courses. I have taken note of the preliminary "Survey of Required Readings in Asian Studies," covering some 70 replies and referring to some 450 titles, which was prepared as a background document for this conference.*

Bibliography and the Undergraduate Library

First of all, we are fortunate in having a general guide to bibliographic entries prepared by various participants in this conference:

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*) This survey is reproduced as Appendix 3 in this report.

Donald Gillin and Edith Ehrman, eds., East Asia: A Bibliography for Undergraduate Libraries (Foreign Area Materials Center Occasional Publication No. 10). Williamsport, Penna.: Bro-Dart Publishing Co., 1970.

This can be supplemented by the (annual) Bibliography of Asian Studies, published by the Association for Asian Studies.

Geography and the Urban Condition in Japan

In many ways, Japan now represents an atypical case study in East Asian culture. This is because, as is well known but often not stated, Japan has now completely reversed its population spread. A decade ago some 75 per cent of Japanese lived in rural areas, and only 25 per cent in the cities; now the reverse is true, with some 75 per cent in the cities, and only 25 per cent in rural areas. One of the greatest lacks in the "Survey of Required Readings" referred to above, is the presence of a good atlas. Unfortunately, the best atlas has been reproduced in small numbers in Japan and may be difficult to obtain:

Atlas of Japan: Physical, Economic and Social, Tokyo: International Society for Educational Information, 1970.

Robert B. Hall, Jr. Japan: Industrial Power of Asia, Princeton: Van Nostrand Searchlight Book No. 11 (1963). Although this appears on the Survey, it now badly needs updating.

The Japanese: An Introduction

Several of the following entries did show up on the Survey. We are fortunate in having basic guides such as:

H. Paul Varley. A Syllabus of Japanese Civilization, New York: Columbia University Press, 1968.

Herschel Webb. An Introduction to Japan, 2d ed., New York: Columbia University Press, 1957. This excellent, short guide show up frequently on the Survey.

Missing from the Survey, and quite essential in my opinion, is a longer introduction prepared for undergraduate study of Japan:

John W. Hall & Richard K. Beardsley. Twelve Doors to Japan, New York: McGraw-Hill, 1965. This excellent introduction and guide covers: Geographic Profile; Cultural Anthropology; Historical Dimension; Language; Literature; The Visual Arts; Religion and Philosophy; Personality Psychology; Education; Japan's Political System: Law in Modern Japan; and Economic Development.

Japanese National Character: The Intellectual Problem

One of the most interesting topics to which undergraduates are attracted and to which the Japanese themselves have increasingly turned their attention, is the intellectual problem of the possibility of national character, specifically the possibility of Japanese national character. Fortunately, there is a wide range of materials for reading, ranging from the semi-popular through the highly professional:

Edwin O. Reischauer. "The Japanese Character" (Part III) of The United States and Japan, New York: Viking, rev. ed., 1962.

Richard Halloran. "We Japanese" (Chapter 9) of Japan: Images and Realities, New York: Knopt, 1969.

Hiroshi Minami (trans. by Albert R. IKOMA). "The Japanese Self" (Chapter 1) of Psychology of the Japanese People, Toronto: University of Toronto Press, 1971.

Chie Nakane. Human Relations in Japan (summary trans. of Tateshakai no ningen kankei), Tokyo: Ministry of Foreign Affairs, 1973.

The History of Japan: An Insight into East Asia

Introductory surveys of Japan quite naturally show up frequently on this Survey. The variety of approaches is illustrated by:

Ryusaku Tsunoda, ed. Sources of Japanese Tradition, New York: Columbia University Press, 1958. This is a classic and very useful for direct exposure of undergraduates to Japanese sources.

John W. Hall. Japan, From Prehistory to Modern Times, New York: Delacorte World History, 1971. By and large, this is more useful for earlier periods as contrasted with (or supplemented by).

Edwin O. Reischauer. Japan, The Story of a Nation, New York: Knopf, 1970, which is strong on the modern era.

The "modernization" (kindaika) experience of Japan is now richly explored in the shelf of volumes produced by the Association for Asian Studies Conference on Modern Japan. Although these volumes are monographic in nature and perhaps more suited to advanced students, here and there essays are useful to the beginner. Volumes include:

Marius Jansen (History); Robert E. Ward (Political Development); William Lockwood (Economics); Donald Shively (Culture); Ronald Dore (Sociology); and James Morley (Pre-war Japan).

Often overlooked in the undergraduate approach is the "voice of dissent," that is, new approaches to interpretation. For example, under the auspices of the Committee of Concerned Asian Scholars is an illustrative entry:

Edward Friedman & Mark Selden. America's Asia: Dissenting Essays on Asian-American Relations, New York: Random House, 1971.

Jon Halliday & Gavan McCormack. Japanese Imperialism Today, New York & London: Monthly Review Press, 1973. In my own opinion, this is a "non-book," not so much because of its approach, which is polemical, but because it confuses empirical data and opinion.

Japanese Government and Politics: A Variety of Texts

It is not entirely clear why this is so, but apparently the political scientists have been most prolific in producing basic texts. And they range widely and usefully in style and in approach. They can be inter-mixed for an undergraduate introduction. Samples include:

Ardath W. Burks (the erea-language approach); Frank Langdon (behavioral); John Maki (normative); Nobutaka Ike, 2d ed. (the "patron-client" relation); Theodore McNelly, 2d ed. (law and institutions); Warren Tsuneishi (survey research); Robert Ward ("systems"

theory); Robert Scalapino & Junnosuke Masumi (parties); Itoh, Japanese Politics -- An Inside View, Ithaca: Cornell University Press, 1973 (a series of translated essays).

Mention should be made that in the field of politics -- and useful to other disciplines -- are superb materials in translation:

Japan Interpreter (formerly, Journal of Japanese Social and Political Ideas). Available with membership in the Japan Society.

Translations of Japanese Press and Magazines (Tokyo: U.S. Embassy).

Of increasing interest, and "relevant" so far as undergraduates are concerned, is the urban condition of Japan and the problem of environmental disruption or pollution (kogai). On the city, we have a number of monographic studies:

Ronald Dore (Tokyo ward); Ezra Vogel (the "new" middle class); David Plath (leisure); and Takeo Yazaki (in translation).

Most useful are up-to-date materials (in English) distributed by the Tokyo Metropolitan Government (T.M.G.) including:

Proceedings of the Conference on Environment, Tokyo, 1970.

Tokyo Fights Pollution, Tokyo: T.M.G., 1971.

Kakuei Tanaka. The Reconstruction of the Japanese Archipelago, trans. New York: Japan Society, 1972, distrib.

Contemporary Japanese Literature and Its Use

Most prominently represented on the Survey, and usefully so in my opinion, is a wide range of Japanese literature in translation. Although the selection is broad, nonetheless the instructor will welcome the appearance of a very useful guide, published in Japan:

Yukio Fujimo. Modern Japanese Literature in Western Translation: A Bibliography, Tokyo: International House of Japan Library, 1972.

At Rutgers, I have regularly lectured in a course on Politics and Literature. For this purpose, I have prepared a brief listing of selected translations of novels, which imply or deal directly with, politics in Japan. The list follows.

Selected Bibliography on Modernization (Kindaika) and the Japanese Novel (Shosetsu)

Introduction

Keene, Donald. Japanese Literature: an Introduction for Western Readers. (Grove, 1955).

Representative Novels

Akutagawa, Ryunosuke (1896-1927), 'Rashomon, and other Stories' tr. Kojima (1952).

Natsume, Soseki (1867-1916), 'The Mind' (Kokoro) tr. Sato (Tokyo: Hokuseido, 1941).

Yoshikawa, Eiji (1892-1962), 'The Heike Story' (Shin Heike monogatari) tr. Uramatsu (1956).

Osaragi, Jiro (1897--), 'Homecoming' (Kikyo) tr. Horowitz (1954).

_____, 'The Journey,' (Tabiji) tr. Morris (1960).

Dazai, Osamu (1909-1943), 'The Setting Sun' (Shayo) tr. Keene (1957).

_____, 'No Longer Human' (Ningen shikaku) tr. Keene (1953).

Tanizaki, Junichiro (1886-1965), 'The Key' (Kagi) tr. Hibbett (1961).

_____, 'Some Prefer Nettles' (Tade kuu mushi) tr. Seidensticker (1965).

Abe, Kobo, 'Woman in the Dunes' (Suna no onna) tr. Saunders (1964).

Oe, Kenzaburo (1935--), 'Seventeen' (Sebentiin) tr. Nathan (1961).

_____, 'A Personal Matter' (Kojinteki na taiken) tr. Nathan (1968).

Ooka, Shohei (1909--), 'Prisoner of War' (Furyoki) tr. Matsui (Manila: 1967).

_____, 'Fires on the Plain' (Nobi) tr. Morris (Penguin: 1969).

Kawabata, Yasunari (1899-1972), 'Snow Country' (Yukiguni) tr. Seidensticker (1956); /Novel Prize Edition:-/ 'Snow Country and Thousand Cranes' (Yukiguni; Sembazuru) tr. Seidensticker (Knopf: 1969).

_____, 'House of the Sleeping Beauties' (Nemureru bijo) tr. Seidensticker (1969).

Mishima, Yukio (1925-1970), 'Confessions of a Mask' (Kamen no kokuhaku) tr. Weatherby (1958).

_____, 'Forbidden Colors' (Kinjiki) tr. Marks (1968).

_____, 'The Temple of the Golden Pavilion' (Kinkakuji) tr. Morris (1959).

_____, 'The Sound of Waves' (Shiosai) tr. Weatherby (1956).

_____, 'After the Banquet' (Utage no ato) tr. Keene (1963).

Magazines

Bungei Shunju ('Literary Age')
Sekai ('The World')
Chuo Koron ('Central Review')

China

John Meskill
Barnard College

In recent years, a large number of books on China have appeared. Some useful aids are:

1) New bibliographies and guides, such as those published by Foreign Area Materials Center, N.Y. State Education Department; Asia Society.

2) U.S. Office of Education, e.g., J. Mason Gentzler's early work for undergraduate manual, resulting in A Syllabus of Chinese Civilization, Columbia University Press, 1968.

3) National Committee on U.S.-China Relations (Arlene Posner and A.J. de Keijzer, eds.) China, A Resources and Curriculum Guide, University of Chicago Press, 1972, 1973.

Although all such works necessarily fall behind the times quickly, and their format allows only briefest evaluation of books, they serve a useful purpose of keeping lists of titles in mind.

Questionnaire for conference, The Survey of Required Readings in Asian Studies (see Appendix 3), although too few answered (10%; 70 replies) to support firm conclusions, seems suggestive of a few general conditions:

1) For what may have been 40-50 courses on China, 120 titles listed for China alone. A sign of great diversity of work being done.

2) In textbooks, as many as 13 named, only 5 more than once. Thus nothing close to a "standard" text; maybe not an era of textbooks? Interesting in contrast to comment of Professor Arthur Wright at similar conference a decade ago. Wright, though opposing the "will-o'-the-wisp of coverage," yet considered textbook necessary evil, if only to permit lecturer to concentrate on critical topics or turning points.

3) Aspects in common of five texts mentioned more than once:

All short compared to ordinary European history text (Palmer, A History of the Modern World, c. 900 pp.)

H. Kublin, China, c. 230 pp. (pre-modern 113 pp., modern 117 pp.)

J.K. Fairbank, The United States and China, c. 422 pp. (pre-modern 121 pp., modern 300 pp.)

E.O. Reischauer, J.K. Fairbank, A. Craig, East Asia, Tradition and Transformation, China part c. 450 pp. (pre-modern 250 pp., modern 200 pp.)

C.P. Fitzgerald, China, A Short Cultural History, c. 605 pp. (all pre-modern.)

J. Meskill, An Introduction to Chinese Civilization, c. 674 pp. (narrative history pre-modern 189 pp., modern 149 pp.; topical chapters)

Of possible use in future may be "readers" or collections of documents meant to represent character of an age, on such models as The Renaissance Reader, The Age of Reason Reader, etc. Books approaching this form for China have been produced -- for example, in Problems in Asian Civilizations series (D.C. Heath) J.T.C. Liu and P. Golas, Change in Sung China, Innovation or Renovation?; and Dun J. Li, The Essence of Chinese Civilization. It should be possible, in addition, to produce for certain periods of Chinese history collections that would include administrative directives and commissions; contracts of land tenure and servitude; descriptions of cities, country life, travels, court audiences, markets, prisons; accounts of military campaigns, uprisings; community compacts, family codes, etc.

One questions prompted by observation of titles mentioned in the Survey is the need for informed discussions of economic and social history in terms appropriate to undergraduate education. Scholarship has been underway for some time, as shown in such works as P.T. Ho, The Ladder of Success in Imperial China and Studies on the Population of China; D.H. Perkins, Agricultural Development in China, 1368-1968; M.Elvin, The Pattern of the

Chinese Past; not to mention scores of studies of modern economy and accompanying institutions. Yet most seem still addressed primarily to a professional audience. Ten years ago, Professor Charles Issawi pointed out that social scientists could contribute to the understanding of Asian civilizations what historians and humanists were apt to forget.

> They are liable to forget that the members of other civilizations were, and are, men like themselves, with the same passions, facing the same or similar problems, using the same reasoning process. And, by passions, I do not mean so much the individual passions, such as love and hate, awe, fear, and so forth....I mean rather the social passions: the resentment of oppression, the craving for justice, the feeling of solidarity within a social group, the tensions between groups and classes, and the consequent struggles for power."
>
> --C. Issawi, "Reflections on the Study of Oriental Civilizations," in W.T. de Bary and A.T. Embree, ed., Approaches to Asian Civilizations (Columbia University Press, 1964), p.61.

Learned inquiry in such terms would add a vital dimension still poorly defined to our students' view of China.

Southeast Asia

Margaret Clark Roff
Manhattan Community College
City University of New York

Earlier and more distinguished contributors to this panel have surveyed the literature in their respective fields. I shall follow their example, and reserve other comments to the end.

When one surveys the literature on Southeast Asia presently available to our undergraduates, it seems certainly adequate in quality, and more than adequate in quantity. Since we have been cautioned to be brief, it is perhaps dangerous to embark upon a bibliographical overview, but let me do so in the sketchiest terms, and under three heads.

History

The standard history of Southeast Asia has for many years been D.G.E. Hall, A History of Southeast Asia, (edition, London, 1968). It remains invaluable, especially for teachers, but is often felt to be overly long and detailed by student readers. John Cady's Southeast Asia: Its Historical Development, (New York, 1964) is probably less difficult for them. D.J. Steinberg et al, In Search of Southeast Asia, (New York, 1971), unlike the other two compendious general histories, is organised thematically and raises questions of sociological import. Additionally, its authors know the languages of Southeast Asia and have used materials in these languages to add perspective as well as depth.

Briefer general histories that may be useful for teaching purposes are J.S. Bastin and Harry J. Benda, A History of Modern Southeast Asia, (Englewood Cliffs, N.J., 1968), and Nicholas Tarling, A Concise History of Southeast Asia, (New York, 1966). Particularly where Southeast Asia constitutes only part of a course, their use may seem appropriate.

Finally, I like always to give students a feeling for the stuff of history -- documents. A charming small book of readings in Harry J. Benda and John A. Larkin, The World of Southeast Asia, (New York, 1967), and it makes a lively accompaniment to any of the above general histories.

Politics

We have yet to have a general thematic treatment of the politics of Southeast Asia. Until we do, George McT. Kahin, Governments and Politics of Southeast Asia, (Ithaca, N.Y., 1959) serves very well. A second edition appeared in 1964, but given the pace of the decade, one would like to see a third edition soon. Robert O. Tilman, Man, State and Society in Southeast Asia, (New York, 1971), handily brings together scattered articles by various writers.

For the individual countries of Southeast Asia we have a variety of valuable monographs. For instance, there is Herbert Feith, The Decline of Constitutional Democracy in Indonesia, (Ithaca, N.Y., 1962); Jean Grossholtz, Politics in the Philippines, (Boston, 1965); R.S. Milne, Government

and Politics in Malaysia, (Boston, 1967); and David Wilson, Politics in Thailand, (Ithaca, N.Y., 1962).

An admirable collection of translated documents and readings is Herbert Feith and Lance Castles, Indonesian Political Thinking, 1945-65, (Ithaca, N.Y., 1970). One would like to see similar volumes produced for the other countries in the region.

Society

Cora Dubois, Social Forces in Southeast Asia, (Cambridge, Massachusetts 1959), remains a small classic nearly three decades since it was first written as a series of lectures. Keith Buchanan, Southeast Asian World, (London, 1966) gives a neat, if idiosyncratic, introduction to the human and other resources of the area, and a useful companion-piece is afforded by his erstwhile student T.G. McGee, The Southeast Asian City, (London, 1967). But most Southeast Asians are peasants and they are dealt with briefly and effectively in Robins Burling, Hill Farms and Paddy Fields, (Englewood Cliffs, N.J., 1965), and Ben Wallace, Village Life in Insular Southeast Asia, (Boston, 1971). The wealth of monographic literature on Southeast Asia by anthropologists and sociologists is too great to adumbrate. Suffice it to note that such giants in the discipline as Raymond Firth, Clifford Geertz, Margaret Mead and Maurice Freedman have tilled the field.

While we are still under the same heading, I should stress that one of the most effective ways to convey the flavor of an alien society to our students is by having them read novels set in that society -- even better by having them read novels in translation by indigenes of the society they are studying. For Southeast Asia we are fortunate to have translations of such indonesian novels as Mochtar Lubis, Twilight in Djakarta, and Achdiat Mihardja, The Atheist, and recently Oxford University Press has begun to publish Malay novels in translation, the first out being Shahrom Ahmat, No Harvest but a Thorn. This list could be added to, but when we survey the riches of South Asian and East Asian novels in translation, the relative paucity is marked, and there is a real task to be tackled. While on the subject of the translation of Southeast Asian materials, I would stress that the need is not just for the translation of novels, but of memoirs, autobiographies, and political documents. Feith and Castles have shown the way

to linguistically capable political scientists. And it is good to note that Oxford University Press's East Asia Branch has just launched a series of Southeast Asian Historical Memoirs (biographies and autobiographies) in translation.

Some General Observations

It is all very well to discuss books as learning resources, but this presupposes that one's students can read. Of course most of our students can, I suppose, even in the community colleges. But, perhaps even before discussing learning resources, we should ask "learning for what?". Obviously, for most undergraduate teachers their aim should not realistically be to produce experts in or on Southeast Asia. Nor indeed on any geographic or disciplinary part of it. Nor, I suppose, are Asian studies teachers in the business of producing disciplinary competence per se. What then can we do? And how should we justify our work to ourselves and to others? As an alien resident, it is perhaps presumptuous of me to make any large generalizations about this society. But, might it not be that the course of America's recent (and indeed continuing) "involvement" in Southeast Asia could have been different, had there not been so monumental an ignorance concerning political and social realities in "those parts" among the general populace. If your man in the street had known anything, anything at all, of indigenous social structures and Southeast Asian social forces -- more concretely, if he had known even a little of the exigencies of peasant life -- could he have been so sanguine for so long about the rain of terror?

This is not an occasion for discussing past policies. But those of us who teach undergraduates about societies other than their own must often ask ourselves (or be asked by them) why we do it. What is the point of it? I would suggest that it is our task to try to stretch their imaginations as well as their minds. And we should marshal whatever "learning resources" -- books, films, slides, the riches of the various galleries of New York city -- seem necessary to this end. In the final analysis though, and whatever tools he may have to assist him in the task, your most important "learning resource" in any classroom is the teacher. Teachers must be able to lead their students in search of new societies and wider worlds. And I would think that it is really only from first hand experience that a teacher

can convincingly assume this role of leader in the quest. So, in closing, I would suggest to the powers that be, and to all funding agencies, that it is as vital to give teachers "field experience" as it is scholars. Scholars can bring back riches for the literate, for their fellow experts and the cogniscenti. But it is only the teacher in the classroom who may hope to influence the thoughts and feelings of future truckers, hard hats, and other Middle Americans.

South Asia

Robert I. Crane
Syracuse University

Ten years ago, Columbia University convened an important conference on the teaching of Asian civilizations which resulted in publication of the volume edited by W.T. deBary and Ainslie Embree, Approaches to Asian Civilizations.

While the matter of teaching materials on Asia did arise in that conference, and references were made to teaching materials, the major emphasis was upon problems of approach, of scope and of concepts that ought to prove valuable in teaching about Asia.

American scholarship, a decade ago, was primarily - and not at all incorrectly - concerned with ideas and approaches.

The past ten years have witnessed a virtual explosion in American academic knowledge, sophistication, and scholarly production on the cultures and civilizations of Asia. Under the auspices of U.S. Office of Education, of the Ford Foundation, the Carnegie Corporation, and of organizations such as the American Institute of Indian Studies, we have witnessed a burgeoning of area and language skills at the graduate and post-graduate levels. Scholarly journals and monographs published in this country attest to such a development.

During the same decade there has grown up a much wider array of undergraduate courses on Asia, or on parts of Asia, than there were ten years ago. What were often experimental courses for undergraduates in 1963 have by now become well

established and tested teaching programs. While Asian studies are not as well represented in the undergraduate curriculum as higher education requires, and as most of us would like, it is still true that large steps have been taken in the most recent decade. Courses for undergraduates on Asia or on parts of Asia, are no longer exotica on the college scene. Nor are they limited to a very few departments as they used to be. Please note, however, various surveys of Asian courses in colleges and universities, such as those prepared by the New York State Education Department over the past decade, reveal that courses on Asia still form only a very small percent of all undergraduate courses.

During the same decade, the external environment for the college curriculum has by no means stood still. There have been substantial and significant changes in world affairs, in the international arena, in the growth of international interaction and inter-relatedness and in the agenda for international action, as in such world-wide problems as pollution control, population growth, broader and multi-lateral technical cooperation programs, and the slow but steady growth of the gap between levels of living in the less developed countries and the most highly developed industrial powers. In the past few months we have been again impressed by the growing concern over the "energy crisis" and we have come to see far more clearly that this is a global matter in which no one nation can afford to pursue a parochail or isolationist point-of-view.

If it was possible for the college curriculum to ignore Asia in 1963, it is not possible any longer. If we try to do so now, it is at our own peril.

Moreover, we have become increasingly aware, since 1963, that we live in a pluralistic society and that we face problems of adjustment to the realities of such a society, in which stereotypes and cultural biases genuinely impede understanding and action for the public weal. Understanding of a pluralistic world and of diversities of ways of viewing the world and its major problems, in the balance of this century, is a necessary objective for higher education.

Finally, all of these changes - in competencies and skills, in diffusion of interest, in the growth of interlocking problems that face men everywhere, and in awareness

of the problems of cultural bias - have proceeded apace, along with the growth of sophistication in use of the media in teaching, in the effectiveness of audio-visual techniques and in the hardware which can be utilized in enriching pedagogy. Many college teachers, I suspect, are still relatively naive about the use of the new pedagogical techniques and the effective intermeshing of audio-visuals with other teaching strategies. Meanwhile, many students now want to learn by affective as well as cognitive means.

These remarks have served to set the stage for and provide a synoptic background to the matter before us -- Asia in the undergraduate curriculum and needs and priorities with special attention to teaching materials. Even though quite brief, I trust that the opening comments have suggested how the issue strikes me, for the synopsis I have tried to provide is the basis for my comments on teaching materials.

To deal with the matter of developments in teaching materials on South Asia in more than an illustrative manner would take far too long. Hence I am confining my comments to selected items and to a few propositions as to categories of materials that are needed.

First, may I tackle illustrative items, published since 1963, which are used or can be used at the undergraduate level.[1] My initial observation would have to be that the impressive development in teaching materials has been at the graduate school level, rather than the undergraduate level, as far as South Asia is concerned.

This does not mean that teaching materials are grossly inadequate for undergraduate South Asian studies, but rather that there is still a paucity of good teaching materials, linear and audio-visual. This is especially true when one

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1) I have arbitrarily delimited my survey of teaching materials to the most recent decade. There are, of course, important and useful items which were published more than ten years ago. I felt that in so very brief a presentation I had best look at recent items rather than long-established items. This was one practical way of being selective.

considers the newer genre of instructional packages and teaching modules which attempt to combine media, or tapes with written materials, for affective learning.

In terms of printed materials, such as texts or quasi-texts, there has been a distinct improvement in quality and quantity. In the last ten years we have had at least seven new titles in the category of texts or semi-texts. Most of these are more useful for undergraduate instruction than what was available before 1963. These include titles such as: W.N. Brown, The United States, India, Pakistan, and Bangladesh (1973), D.D. Kosambi, Ancient India: A History (1965), R. Hardgrave, India: Government and Politics of a Developing Nation (1971), P. Spear, A History of India, II, (Pelican, 1966), R. Thapar, A History of India, I, (Pelican, 1966), H. Tinker, South Asia, A Short History (1966), and S. Wolpert, India, (1965). There are also now a few useful village studies, such as A. Beals, Gopalpur, for use by undergraduates. There is also, K. Sen, Hinduism, (1961), which is quite useful for undergraduates.

Perhaps equally important for undergraduate courses, is the proliferation of good novels (some in translation) about South Asia in paperback, such as Bhattacharya's, A Goddess Named Gold or Khushwant Singh's Mano Majra.

The most recent decade has also provided us with several very helpful and fairly inexpensive volumes of selected readings, such as: A.T. Embree, The Hindu Tradition, (Modern Library, 1966), Paul Power, The Meanings of Gandhi, (1971), J.W. Elder, Chapters in Indian Civilization, (1970), and T.R. Metcalf, Modern India, (1971). These supplement the Sources of Indian Tradition.

Some of the titles I have listed so far are somewhat superficial and fail to delve in much analytic depth, while one or two may be too advanced for undergraduates who have no background on South Asia, but almost all are better at the undergraduate level than were a number of the titles in print 15 or 20 years ago.

There has, also, been a steady growth of books on South Asia which, as in the case of the better fiction, go a distance in helping undergraduates to understand better the unity in diversity and the uneven transitions which have

been so prominent as features of South Asian reality. I am thinking of assorted titles such as F.G. Bailey, Tribe, Caste, and Nation, Prakash Tandon, Punjabi Century, P. Spear, The Nabobs, Penderel Moon, Divide and Quit, Martin Gilbert, Servant of India, or P. Mason, India and Ceylon. These are, of course, illustrative examples and not a comprehensive list.[2]

In most of the South Asian civilization courses I know about, the common practice is to use portions or selections from many of the titles I have mentioned today, as well as a scattering of selected materials from journal articles, monographs and similar sources.

In our own South Asian Civilization course at Syracuse, taught by half a dozen faculty in 29 presentations during the Fall semester, we use approximately 85 separate selections drawn from about 22 texts, monographs, novels, or journal articles. By this means we try to give the student a set of selected readings on each topic which will illuminate and explicate a variety of facets of the subject matter.

In addition we show 9 films, chosen as teaching aids, and use a few film strips on aspects of art, music and Hindu classics.

This approach to teaching materials suggests, it seems to me, that few undergraduate courses on South Asia can be based, satisfactorily, upon any one or two basic texts.

This, in turn, suggests that we need to be vigilant and self-conscious in detecting gaps in the relevant array of readings at the undergraduate level. Such gaps, once identified, will have to be filled.

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2) I have recently published a short essay in historiography and problems of interpretation of South Asian history. There is also a summary sketch of South Asian historical development, all too brief, in the new essay. It is hoped that undergraduates may find it helpful in creating their own frame-of-reference for the study of Indian history. R. Crane, A History of South Asia, (Washington, D.C., 1973), p.p. 1-79.

In speaking of gaps in extant teaching materials for undergraduate courses on South Asia, we are referring to written materials and also audio-visuals, cassettes, maps, and other non-linear aids to comprehension.

In addition to the problem of gaps in the array of materials, there is also the problem of improvement of existing materials. All of us have, I am sure, used films, slides, articles or portions of texts but wished that we could replace them with more suitable and more effective materials. Because so much of our effort for 20 years has been at the level of graduate studies, teaching materials that are effective for undergraduates remain relatively underdeveloped. This is equally true for non-linear materials as for written materials.

What would be helpful in this situation, it seems to me, would be more systematic efforts, across the nation, to survey classroom teachers to ask them for specific advice and suggestions on the gaps and inadequacies they want to see remedied for the undergraduate courses they teach or participate in teaching. Armed with such a "shopping list", interested persons or agencies could then take steps to create or commission creation of films, slides, cassettes, sets of readings, and texts designed for use by undergraduates. Until we do something coherent of that sort, I fear we will continue to have to use materials that are not satisfactory and to live with lacunae in the available teaching aids.

Perhaps this conference, in cooperation with SARC and with organizations such as the Mid-Atlantic States Conference on Asian Studies, Foreign Area Materials Center and the Up-state N.Y. Conference on Asian Studies, could form a deliberate and coherent plan to survey teachers, winnow their responses and create a screened list of required teaching aids that could be used to fill our varied needs. FAMC has already taken an important step in that direction. Such a survey should be clearly oriented to use in the classroom and should include creation of self-instruction "packages", which students may use on their own. We also need to develop teaching or learning modules on various topics, which could be fitted into an existing course on South Asia. Such steps, if carefully planned, could greatly enhance the flexibility of use of such materials in a variety of kinds of courses. This would also facilitate effective introduction of material on South Asia into problem-oriented courses.

In closing, may I take the liberty of recalling some of my opening remarks regarding the changing context in recent years, for I feel that our search for effective teaching aids must involve more than doing well, what we have been doing in the past. Problems such as the growing energy crisis, pollution, population growth and the disparity between levels of living in Asia and in the Atlantic community, as well as problems of stereotypes and cultural biases in our study of alien cultures all demand new and better teaching strategies as well as new teaching materials. In the balance of this century, all of us face growing problems and challenges that are international or global in scope. The search for viable alternatives demands improved pedagogy, a keen awareness of the needs of society and task-specific pedagogical materials and learning modules. It is to that kind of challenge that I wish to draw your attention.

If Asian studies are to move broadly and effectively into the undergraduate curriculum in the next decade, we must create improved and more effective teaching aids so as to reach the needs and interests of a wide array of undergraduates in a variety of different undergraduate programs, courses and types of educational institutions. This is a job which seems never-ending, but which will be tackled effectively only if our profession takes coordinated action.

Summary of Discussion of Panel Presentations of Learning Resources for Undergraduate Asian Studies

Bonnie Crown of the Asian Society and Don Johnson of New York University commented on book materials, and especially novels. Bonnie Crown asked teachers to inform her of books they would like to see published - the desires of teachers carry great weight; what teachers want can often be procured, translated, and published. Donald Johnson remarked that even "bad" Indian novels give a frame of reference when they "go on sociological excursions," and when they are followed up by good literature, can provide a balance with audio-visual materials.

A number of suggestions for using existing learning resources and for the creation of new resources were offered during the remainder of the discussion. Among these were:

1) Use of monographs published in India, available through Intercultural associates and other sources, can provide a balance to standard American textbook presentations.

2) The student searching for good material amidst the maze of publications on Asia needs to be made aware of, and use, guides to materials such as the American Universities Field Staff bibliographies and the University of Arizona Press bibliographies by Silberman and Hucker.

3) Esteemed scholars in the Asian studies field are a good resource when they are brought to the university to lecture, often with the advantage of lending prestige to the Asian studies department in the eyes of the administration.

4) Translations of Peking publications are valuable for sociological insights. Plays and novels are often translated in "People's Literature."

5) Earlham College has a list of Asian music resources. Material on Indian music is relatively accessible. Films on Japanese and Indian theatre, and Chinese opera also exist. Write the Asian Studies Center, Earlham College, Richmond, Ind. 47375.

6) The Oxford in Asia series, "Historical Memoirs on Southeast Asia," is a good source for background material on Southeast Asian history.

7) The December, 1972, issue of Social Education deals with literature in China and the use of literature in teaching.

8) In order to study history which is little documented, such as that of traditional Southeast Asia, before the European period, good use can be made of sociological sources.

9) Use of "bad" films and books can be made to develop perception, using the inquiry method. One can use Malle's film on India in this manner, for instance. Critical judgement can also be fostered in a Bring Your Textbook Up-to-Date exercise. Similarly, students can write reviews of "bad" books, such as anachronistic missionary accounts.

10) A type of material which is yet to be developed is one which incorporates environmental concern with Asian topics. The Asia Society's The Human Response to Change includes individual responses to environmental changes. Comparative models of cities such as Tokyo and New York can be used to study environmental problems and decision-making, and as a lesson in decision-making as a cultural variable.

11) Often, individual faculty members have stories in translation which they have prepared for their own use. A very useful project would be to compile a list of these materials in the hope that they could be made more widely available.

12) As with translations, individual teachers have sets of slides on all areas of concern to Asian studies. A similar project to index these and make them available to others should be considered.

13) Establishment of a fellowship for spending a summer in an Asian village or community would be a good means of guaranteeing experience to faculty members. The fellowships would be not for research, but for experience.

Demonstration of Visual Resources for Undergraduate Instruction in Asian Studies

Session on China

Alan Geyer of Colgate University displayed and discussed posters, scrolls, a small "kit" and other materials

on the People's Republic of China available from China Books and Periodicals in New York. He also displayed some materials acquired in China, pointing out, however, that many things available in China are also available in New York.

Charles Hoffmann showed and discussed some of his slides taken on his recent visit to China with the New York State Study Group on Modern China (as did Alan Geyer) and a video-tape of a discussion of economic developments in China which he is preparing as part of a series of video-tapes being developed by the State University of New York Faculty Committee on China for use in community education programs around the state.

Session on India

A series of 8mm loop films on 10 Indian cities, The City in India, were presented. This series, done in super 8mm film cartridges, was prepared under the general editorship of Ainslie Embree of Columbia University by the Foreign Area Materials Center in New York and the Educational Resources Center in New Delhi, with assistance from the Institute of International Studies of the U.S. Office of Education and the Government of India Department of Tourism. Each short film (4-5 minutes each) is accompanied by a brief history with bibliographical suggestions, prepared by Mrs. Lalita Panigrahi of the Delhi University Women's College. The series, prepared as part of a larger project to introduce college teachers to different forms of learning resources than have been traditionally used in undergraduate teaching, can be assigned to students on an individual self-study basis as well as employed in the classroom.

Also screened at the session on India was a documentary film showing the life of a Sikh politician in the Punjab. Produced by Henry Izmirlian, the film presents interesting contrasts and similiarities with the roles played by politicians in American society and might be used in general courses in political behavior or comparative government as well as in courses on contemporary South Asian society or Indian government and politics.

REPORTS OF DISCUSSION GROUP SESSIONS

How Can Graduate Students from a Large University Center Participate in the Program of Neighboring Institutions

Andrew Nathan
Columbia University

The discussion of the small group was based upon the experience of Columbia's East Asian Institute with two programs of graduate student participation in neighboring college programs and in general community outreach.

Teaching Internship Program

This experiment, jointly managed by the East Asian Institute and East Asian Languages and Cultures Department, is now in its first year of operation. Seven graduate students who are at the stage of preparing for orals are teaching in six undergraduate institutions within commuting distance of columbia; the courses now being taught involve East Asian history, language, and politics. The students are paid at the regular adjunct scale of the host institution. The goals of the program are:

1) For the student, a chance to gain teaching experience, to organize material in his special area in preparation for orals, to "be useful", and to earn a small amount of money.

2) For the host institution, the opportunity to introduce new or specialized courses experimentally and the chance to look over potential new staff.

3) For the graduate institution, the chance to give some teaching experience to graduate students and to help them in getting jobs.

So far, the TIP has been a success with the participating students and institutions. Because of funding

limitations it has been impossible so far to carry out parts of the original scheme, particularly salary supplements for the students and establishment of a teaching practicum/ colloquium at the graduate institution. We hope to see an increase in the number of schools and students involved and subjects taught as the program gains experience.

National Committee on U.S.-China Relations
Columbia Field Staff Speakers' Bureau

The Columbia NCUSCR Field Staff, composed of graduate students in the China field, conducts a speakers' bureau which stimulates and fills requests from schools, clubs, etc., in the metropolitan area for speakers on China and related topics. This operates on a volunteer basis with very slight subvention from the NCUSCR head office and with cooperation but no supervision from the East Asian Institute. This program has been going on for several years and seems to provide a needed service to the community while giving the students some experience with public speaking and some opportunity to put their expertise, which is already very considerable, to an immediate use.

The group felt that these two experiences pointed toward promising new directions in Asian studies. The group felt, however, that such programs ought not to be limited to East Asian studies, to columbia as a graduate center, or to colleges as host institutions. On the other hand, our immediate proposals should involve activities of manageable scope and take account of the interests of those already involved. With these considerations in mind, we recommend the following:

1) That programs of "outreach" using graduate students, and focussed on teaching and public speaking, be developed at several graduate centers of Asian studies. Columbia should continue its program; in addition such centers of Asian studies as Cornell, Syracuse, and Pennsylvania might develop or expand programs of this type.

2) Asian studies, including Chinese, Japanese, Korean, Southeast and South Asian studies, should be area focus of these programs, both because of the need for public knowledge and better education on these areas and because of the availability of persons specialized on these areas to provide leadership in programs of this type. An effort should be made to encourage problem- and comparative-focussed treatments of subject matter relating to these areas.

3) "Host" institutions should include undergraduate colleges, high schools, adult and community education programs, and beyond this the range of clubs, schools and media that have always been interested in hearing speakers on Asia.

4) As we envisage the typical program, it would involve the following interrelated components:

   a) A teaching internship program.

   b) A practicum/colloquium at the graduate center in which teaching interns would exchange experiences and materials and would discuss their problems and techniques with experienced teachers. This might well be combined with an arrangement for supervision of the intern by an experienced teacher at his host institution.

   c) A speakers' bureau which would be run by the students themselves but with the cooperation of the faculty person who was supervising the teaching practicum.

   d) As a future potential, a clearing house at which the graduate center would match requests of local educational and community institutions with resources known to it of personnel or materials. (The Contemporary China Documentation Center of the East Asian Institute, under Richard Sorich, already performs some of these functions.) The group felt that experience with the other portions of the program would be needed before it was clear how this type of activity

would fit in or how important it would be.

In the light of these recommendations, the group suggested the following priorities for funding:

1) Money for the students. Funding organizations interested in supporting fellowships should consider supplementing teaching interns' salaries (which range from $500 to $900 a semester) with enough money to match, say, an NDFL fellowship. Alternatively or additionally, money would be useful to cover communication costs and other expenses. Money invested in this way would:

   a) encourage students to get teaching experience;

   b) help create or locate jobs for future Ph.D.'s;

   c) elicit funds from the host institutions to match (although necessarily not on an equal basis) the funding organization's investment in fellowships.

2) Money for supervision. Funding organizations not interested in supporting fellowships should consider investing in the supervision aspects of the program. This would involve paying one-quarter or one-half of a faculty member's salary at the graduate center to serve as the supervisor of the colloquium/practicum and as overall coordinator. It could also involve honoraria for faculty at the host institutions to serve as supervisors of individual teaching interns, and funds to support the coordination of speakers' bureau and other outreach activities.

3) The group felt it would be very desirable to invest a modest sum to constitute a working group, composed of faculty from some of the participating institutions who are interested in the program and in undergraduate education on Asia, to consider:

a) the intellectual framework in which teaching about Asia can be most successfully carried out; in particular, the ways in which teaching on Asia can be embodied in problem-oriented and comparative courses;

b) the ways in which the program could be further developed if it proves successful in the initial phase.

Several additional suggestions for funding were put forward during the discussion:

1) Library resources. As an incentive to the host institution and to enable the teaching intern to operate successfully there, each intern might be accompanied by a grant of some hundreds of dollars to the host institution's library to buy books needed for instruction in the topic involved.

2) Materials. The teaching practicum/colloquium might find it desirable to work on developing audio-visual materials, readings or other curricular materials, and if so, funds would be needed to support such activities.

Self-instructional Language Programs

John McCoy
Cornell University

The session was more a description of the Critical Language Program (CLP) than a problem-solving or problem-raising discussion.

CLP was described as a program of language learning based on tutor-tape-text work with no formal staffing. It is essentially guided self-learning. The emphasis is on flexibility, and each program is unique in some way or another. We must be realistic and recognize CLP as a practical way to solve local language problems rather than a new and innovative, method expected to replace more traditional types of language learning. But any institution might find

need on some occasion to teach a language to a small number of students for a year or more under conditions not permitting financing of a permanent staff.

Questions of staffing, credits, and equipment are handled differently at each institution but include usually a native speaker from the student body as tutor, a professor as director, credits equal to the general first year language course, and a language laboratory and/or individual tape recorders.

Problems raised, but not solved, included such questions as:

1) How the CLP student fits into courses at other institutions if and when the student moves?

2) Where does the student fit into an overseas program or where would an overseas program ideally fit into a CLP program?

3) How does a CLP student compare, hour for hour, with students in more formal language courses?

Some tentative or partial answers suggested in the discussion were:

1) Usually the CLP student is out-of-phase with students at other institutions, simply because he is moving at a slower pace, but this is common in all kinds of language programs and is not a serious argument against CLP.

2) An overseas component would be a great advantage in any language program but the majority opinion is this should come later rather than earlier in language learning.

Attention was called to the fact that Professor Peter Boyd-Bowman supplies logistical and technical support from the Center for Critical Languages at the State University of New York at Buffalo and that a new handbook, which can be obtained through his office or from the Foreign Area Materials Center, has recently been published.

Asian Studies in Religion

Thomas Hopkins
Franklin and Marshall College

We need studies and materials that provide an integrated view of the religious traditions as they function in the lives of individuals and as they relate to the cultural systems in which they are found:

1) More statements or collections of statements by "insiders", and more studies that attempt to present the insider's experience.

2) As a possible approach, more cooperative work between Western and Asian scholars to develop such materials.

We need studies and materials that deal with various religion/culture interactions on a comparative basis.

1) Comparative studies of Buddhism in different regions and cultural areas, examining, for example, Buddhist political, social and legal thought on a comparative basis.

2) Hinduism in various regions of India and in Ceylon, Nepal and other non-Indian areas.

3) Confucianism in China, Korea, Vietnam, and Japan.

4) Relation of religious traditions to technology, government, law, etc. -- for example, the impact of modern political processes on religious traditions.

5) The impact of Islam on Hinduism in India by regions.

Also needed are studies and materials that integrate religious traditions into general civilization courses and historical surveys and studies of consciousness transformation from historical and modern scientific approaches to

provide better understanding of the processes that underlie many religious systems.

General or basic needs for undergraduate teaching include:

1) Providing teachers with the integrated view of the traditions as being developed by the Council for Intercultural Studies and Programs/Foreign Area Materials Center Asian Religions and Philosophies Project, and giving them access to the broad range of materials needed for a solid understanding of Asian religions.

2) More support for such projects to generate usable materials for undergraduate teaching that will provide:

   a) integrated background for understanding;

   b) audio-visual materials that are usable by and accessible to students at several levels.

Asian Studies in the Community College Curriculum

Marion Friedewald
New York City Community College

The discussion began with individual introductions, which included some descriptions of the present status of Asian studies at the various institutions represented. During the course of the discussion which followed, the following points were made:

1) That course offerings in community colleges in Asian studies be extended. The base of Asian studies should begin with work on the elementary and high school levels. In this way, Asian studies on the college and university level can develop from a larger base.

2) That community college offerings in Asian studies be part of a coordinated program within the metropolitan area. (A committee which will tackle some of these problems within City University of New York was set up later, and reports of meetings will follow). Other areas needing further discussion were:

   a) Transfer programs to State University of New York colleges, in addition to present CUNY transfer programs.

   b) Development of programs of exchange teaching, guest speakers, and speakers' bureaus.

   c) Possible use of teaching internes (graduate students), enabling full-time faculty to continue their studies on a part-time basis.

   d) Development of audio-visual materials of aesthetically attractive quality.

   e) Encouragement of performing arts programs.

   f) Recognition in existing courses of student interest in yoga (beginning, intermediate, advanced), karate, judo, and other martial arts, as ways of further opening interest in Asian studies.

Infusing Asian Materials into Problem-Oriented Courses

Granville Sewell
Columbia University

The group session readily admitted that most problem-oriented courses needing infusion of cultural materials were outside their immediate jurisdiction, being under the control of academic units or departments dealing with "problem-oriented" subjects. When problem-oriented courses are surveyed, they often can be classified into two major categories:

1) Descriptive or consciousness-raising courses where problems are identified or discussed but potential solutions are not emphasized.

2) Problem-solving courses, where methodology or systematic application of problem-solving techniques are stressed.

Each type of course has a particular set of needs, and in general, these can be placed under three headings - materials for students teaching resources, and recognition of priorities.

Materials for Students

Student-originated materials are generally lacking. Raw information or data which permit comparative analysis are needed on problems which recur repeatedly across cultures -- for example, data on environment, health, or housing conditions. Information on specific but important aspects of a number of contemporary societies in Asia and elsewhere is not readily available in a form which can be used by students. One participant in the group described the resistance he encountered in seeking support for preparation of a course on the role of Buddhism in family planning (and when he secured to financial support, he had difficulty locating the human resources necessary to develop the course). For problem-solving courses, such as those dealing with environment and development, a critical need is for case study materials.

Teaching Resources

Development of adequate teaching resources to handle problem-oriented courses with a stronger cultural dimension fall into several categories, including the strengthening of faculty orientation or background in diverse fields, coordinating faculty development across discipline or department lines, and obtaining essential administrative backing to follow a multidisciplinary approach in the curriculum. The faculty needs to have materials emphasizing the scope and depth of cultural factors in understanding critical social and economic problems confronting Asian and other societies throughout the world. Such materials need to be directed toward both the converted and the unconverted, the

advocates of multidisciplinary studies and those who resist changing their time-honored discipline-bound courses.

In different forms, several participants cited the lack of transfer of ideas and intellectual resources between institutions. More program developers and course organizors should share their experiences through professional newsletters and journals and other appropriate means.

Future Priorities

The group identified two major priorities for more adequate infusion of Asian materials into problem-oriented courses:

1) Development of teaching materials on contemporary global problems. These materials, which should be made widely available to faculty in a variety of fields and departments in different institutions, should include studies linking cultural phenomena with contemporary problems and cases on how specific problems have been confronted in different Asian societies.

2) Encouragement of all participants in the conference, and through them their colleagues, to send descriptions of existing courses, programs, or materials to professional newsletters or bulletins such as the Association for Asian Studies Newsletter and Professional Development Review (the address for the AAS Secretariat is Lane Hall, University of Michigan, Ann Arbor) and the Intercultural Studies Information Service (editorial office for which is the Foreign Area Materials Center, 60 East 42nd Street, New York, N.Y. 10017).

Asian Studies in Literature

Barbara Stoler Miller
Barnard College and Columbia University

The discussion touched on a number of points, including the following:

1) Use of literature in courses in other disciplines, e.g., history, should be encouraged. Literary sources provide "flavor" or a primary encounter with another civilization.

2) A broader definition of comparative literature is needed to include Asian literature more frequently and significantly.

3) Several needed texts were mentioned, including one on comparative aesthetics and a textbook of world literature with substantial Asian material for small colleges. Some existing anthologies reinforce student stereotypes of Asian civilizations and some anthologies, even good ones, tend to be too historical.

4) There seems to be a reluctance on the part of some area experts and comparativists to accept the "universality" of Asian literature and to treat it as literature (rather than sociological data).

Recommendations of the group fell into two categories. Those favored by most of the group included:

1) Publication of individual primary sources and continued encouragement of translations of these sources are still needed.

2) Specialists in Asian literature need to broaden their efforts to enlarge interest in Asian literature in various directions, including comparative literature departments.

3) A new expanded and updated Guide to the Oriental Classics is needed.

4) Graduate students should be encouraged to take theoretical courses, genre studies, etc. in literature departments conducted by Asian specialists.

Other suggestions included a world literature anthology with substantial Asian content and the need to recognize the varying needs of small and medium-sized colleges and large

universities. The group seemed in general to agree that the burden was on the academic specialist to leave his "academic ghetto" and to communicate both with literature specialists in English and a comparative literature and the broader educational communtiy.

Use of Local Resources to Provide an Off-Campus Asian Studies Experience without Going Overseas

Bernadette Li
State University of New York at Purchase

The session on "Use of Local Resources to Provide an Off-Campus Asian Studies Experience Without Going Overseas" had an interesting discussion on the question of how to add a new dimension to Asian Studies by utilizing local Chinese communities and resources. We discussed possibilities for students to observe some traditional customs still practiced by Chinese in the United States, for example, ancestral worship, New Year celebration and other festivities. We also discussed resources and opportunities to take lessons on Chinese painting, calligraphy, dance, martial arts, Tai Chi Chuan, and acupuncture. Members of the session took a keen interest in problems affecting Chinese-American youth and community action projects in New York's Chinatown. Consequently, we discussed the structure of Chinese-American families and the question of Chinese-American women as a particular ethnic experience. Then we exchanged information on some basic books and journals on Asian-Americans and the direction of research and social action in this field. It was agreed that direct observation of Asian-American community life and a knowledge of Asian-American experiences would help promote students' interest in Oriental civilization. Professor Ronald G. Knapp of the State University of New York at New Paltz suggested that colleges in the metropolitan area might cooperate in the future in holding an ethnic experiences fair in New York City to provide students an opportunity to get a glimpse of the lives and experiences of Asian ethnic minorities in the United States.

Appendix 1

CONFERENCE PROGRAM

International Affairs Building
Columbia University
Amsterdam at 118th Street,
New York, New York

Friday, October 27, 1973

9:00 A.M.	Welcome and Discussion of Conference Program and Purpose: Ainslie T. Embree, Columbia University, and Ward Morehouse, New York State Education Department (Conference Co-Chairman)
	The Language and Area Studies Review: Implications for Teaching Asian Studies at the Undergraduate Level: Richard Lambert, University of Pennsylvania
	Future Needs for Materials in Asian Studies: Wm. Theodore deBary, Columbia University
11:15 A.M.	What Should an Area Studies Program be at an Undergraduate College: Donald Gillin, Vassar College, and Mother Adele Fiske, Manhattanville College
12:30 P.M.	Luncheon Chairman - Ward Morehouse
	Interinstitutional Cooperation in Developing Asian Studies in Undergraduate Education--Potentialities and Limitations: Henry Acres,

Chancellor, Cedar Crest College, and former President, Great Lakes Colleges Association, and Chairman of the Board of Directors, Council for Intercultural Studies and Programs

2:00 P.M. Assessment of Existing Learning Resources for Undergraduate Asian Studies
Chairman - Ainslie T. Embree

Japan: Ardath Burks, Rutgers University

China: John Meskill, Barnard College

Southeast Asia: Margaret Roff, Manhattan Community College

South Asia: Robert Crane, Syracuse University

Discussion

8:00 P.M. Demonstration of Visual Resources for Undergraduate Instruction in Asian Studies (Two simultaneous sessions)

A) India - Session arranged by Ainslie T. Embree, Columbia University, and Edith Ehrman, Foreign Area Materials Center

B) China - Session arranged by Charles Hoffmann, State University of New York at Stony Brook, and a Member of the New York State Study Group on Modern China (which visited China in July, 1973), with the assistance of Alan Geyer, Colgate University (also a Member of the New York State Study Group on Modern China)

Saturday, October 27, 1973

9:00 A.M.	Simultaneous Discussion Group Sessions
	How Can Graduate Students from a Large University Center Participate in the Program of Neighboring Undergraduate Institutions: Andrew Nathan, Columbia University
	Self-Instructional Languages Programs: John McCoy, Cornell University
	Asian Studies in Religion: Thomas Hopkins, Franklin and Marshall College and Chairman, CISP Asian Religions and Philosophy Project Working Group on India
	Asian Studies in the Community College Curriculum: Marion Friedewald, New York City Community College
10:30 A.M.	Simultaneous Discussion Group Sessions (Continued)
	Infusing Asian Materials into Problem-Oriented Courses: Granville Sewell, Columbia University
	Asian Studies in Literature: Barbara Stoler Miller, Columbia University
	Use of Local Resources to Provide an Off-Campus Asian Studies Experience Without Going Overseas: Bernadette Li, State University of New York at Purchase
12:00 P.M.	Luncheon and Closing Session Chairman - Ward Morehouse
	Reports from Small Group Sessions
	Discussion of Conference Conclusions
2:00 P.M.	Conference Adjournment

Appendix 2

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Appendix 3

SURVEY OF REQUIRED READINGS IN ASIAN STUDIES

In order to identify the most widely used books for required readings in Asian studies courses in New York State, a questionnaire was mailed to some 900 members of the Association for Asian Studies in the State. Some 70 replies were received, less than a 10% response. For this reason, it cannot be said that a representative sample exists.

On the basis of the replies, however, it would seem that each instructor has his own favorite books and there is no consensus. Based on this small number of replies, some 450 titles are included in the attached lists and none of them have been used by more than eight individuals.

The great diversity may be accounted for in part by the fact that a large number of different courses, ranging from Chinese history to Asian religion, are included. Some courses are general introductory ones and others are more advanced.

The list that follows is arranged by geographical area, with the exception of a separate section on Buddhism which did not seem to fit geographically. Authors and titles are as given by the respondent and have not been verified with standard bibliographical sources.

Asia General

Albinski, Asian Political Process
Buss, Asia in the Modern World
Clyde, The Far East
Crowley, Modern East Asia (2)
Ginsberg, The Pattern of Asia
Jan, International Politics of Asia
Koller, Oriental Philosophies
Linebarger, Far Eastern Governments and Politics
Myrdal, Asian Drama
Spencer, Asia: East by South
Welty, The Asians
Relschauer, East Asia: The Great Tradition (8)

China

Balazs, Chinese Civilization and Bureaucracy
Barnett, Cadres, Bureaucracy & Political Power in Communist China(2)
Barnett, China After Mao
Barnett, Chinese Communist Politics in Action (2)
Barnett, Communist China in Perspective
Belden, China Shakes the World
Bennett, Red Guard
Birch, Anthology of Chinese Literature (3)
Blakeney, The Way of Life, Lao Tzu
Bodde, China's Cultural Tradition (4)
Brzezinski, Fragile Blossom
Buchanan, Transformation of the Chinese Earth
Buck, The Living Reed
Bynner, The Jade Mountain
CCAS, China: Inside the People's Republic
CIA, Atlas of the People's Republic of China
Chai, The Essential Works of Chinese Communism
Chai, Story of Chinese Philosophy
Chan, A Source Book of Chinese Philosophy (4)
Ch'en, Buddhism in China
Chen, Foreign Policy of China
Ch'u, Local Government in China under the Ch'ing
Club, Twentieth Century China (4)
Creel, Chinese Thought from Confucius to Mao
de Bary, Sources of Chinese Tradition
Eberhard, History of China
Eichorn, Chinese Civilization
Elegeant, Mao's Great Revolution
Fairbank, The United States and China (8)
Fueuerwerker, Modern China
Fitzgerald, China, A Short Cultural History (2)
Fullard, China in Maps (3)
Fung Yu-lan, A History of Chinese Philosophy (4)
Gernet, Daily Life in China (2)
Graham, Poems of the Late T'ang
Granet, Chinese Civilization
Gray, Chinese Communism in Crisis
Han Fei-tzu, Basic Writings
Harrison, The Chinese Empire
Hinton, Fanshen (3)
Hinton, Introduction to Chinese Politics (2)
Houn, A Short History of Chinese Communism (2)
Hsiao, Rural China
Hsu, The Rise of Modern China (2)

China (continued)

Hsuing, Ideology and Practice
Hsun Tzu, Basic Writings
Hucker, The Traditional Chinese State in Ming Times (2)
Hui-neng, The Platform Sutra
Isaacs, Tragedy of the Chinese Revolution
Jenner, Modern Chinese Stories
Johnson, Peasant Nationalism and Communist Power
Kaltenmark, Lao Tzu and Taoism
Kublin, China (2)
Lao Tzu, Tao Te Ching
Latourette, The Chinese
Levenson, Confucian China
Lewis, Leadership in Communist China
Lewis, Party Leadership in China (2)
Li, Ageless China
Li, Essence of Chinese Civilization
Lindback, China (2)
Llu, Introduction to Chinese Literature (2)
Loewe, Everyday Life in Early Imperial China
Lu Hsun, Selected Works
Mao Tse-tung, Four Essays in Philosophy
Mao Tse-tung, Selected Readings from the Works of Mao Tse-tung
Menzel, The Chinese Civil Service
Meskill, Introduction to Chinese Civilization (5)
Mo Tzu, Basic Writings
Mote, Intellectual Foundations of China (2)
Ninth National Congress of the Communist Party of China (Documents)
North, Chinese Communism
North, Foreign Relations of China
North, Moscow and Chinese Communists
People's Republic of China: An Economic Assessment
Price, The Diamond Sutra and the Sutra of Hui Neng
Prhyla, Political Economy of Communist China
Pye, China, an Introduction (2)
Rowley, Principles of Chinese Painting
Scalapino, Elites in the People's Republic of China (2)
Schram, Mao Tse-tung (2)
Schram, The Political Thought of Mao Tse-tung (3)
Schrecker, Imperialism and Chinese Nationalism
Schurman, The China Reader (7)
Schurman, Ideology and Organization in Communist China
Schwartz, Chinese Communism
Schwartz, Communism and China: Ideology in Flux
Sickman, Art and Architecture of China
Smith, Chinese Religions

China (continued)

Smith, Village Life in China
Snow, Red Star over China
Sullivan, A Short History of Chinese Art (2)
Teng, China's Response to the West
Terrell, 8,000,000 Real Chinese (4)
Time-Life, China
Townsend, Political Participation in Communist China (2)
Tsao, Dream of the Red Chamber (3)
Tuchman, Stillwell
Van der Sprenkel, Legal Institutions of Manchu China
Van Ness, Revolution and Chinese Foreign Policy
Vogel, Canton under Communism
Waley, Analects of Confucius
Waley, Book of Songs
Waley, Chinese Poems
Waley, Monkey (2)
Waley, The Way and Its Power
Waley, Three Ways of Thought in China (2)
Walley, Government and Politics of Communist China
Ware, Sayings of Confucius
Watson, Chinese Lyricism
Watson, Chinese Rhyme Prose
Watson, Chuang Tzu
Watson, Cold Mountain
Watson, Su Tung-po
Weir, Communist China
Wheelwright, The Chinese Road to Socialism (2)
Wright, Buddhism in Chinese History (3)
Wright, The Last Stand of Chinese Conservatism
Yang, Religion in Chinese Society
Yoshikawa, Introduction of Sung Poetry

Japan

Akutagawa, Rashomon
Beasley, The Meiji Restoration
Beasley, Modern History of Japan (2)
Beasley, Select Documents on Japanese Foreign Policy
Borton, Japan's Modern Century
Branne, Sokka Gakkal
Brower, Japanese Court Poetry
Butow, Tojo and the Coming of War
Chang, Original Teachings of Zen
Cole, Socialist Parties in Postwar Japan

Japan (continued)

Conroy, The Japanese Seizure of Korea
Crowley, Japan's Quest for Autonomy
Curtis, Japanese-American Religions in the 1970's
Dazai, The Setting Sun
Dazai, No Longer Human
de Bary, Sources of Japanese Tradition (5)
Dimock, Japanese Technocracy
Dogen, Primer to Soto Zen
Dumoulin, A History of Zen Buddhism
Downs, Japan Yesterday and Today (2)
Dunn, Everyday Life in Traditional Japan
Duus, Feudalism in Japan
Earhart, Japanese Religion
Fukui, Party in Power
Fukutake, Japanese Rural Society
Guillain, The Japanese Challenge
Hall, Japan, From Pre-History to Modern Times (5)
Hall, Japan, Industrial Power in Asia
Hall and Jansen, Studies in the Institutional History of Early Modern Japan (2)
Hane, Japan
Hasumi, Zen in Japanese Art
Hellman, Japan and East Asia
Hellman, Japanese Foreign Policy and Domestic Politics
Henderson, Introduction to Haiku
Heringel, Zen In the Art of Archery
Hibbett, The Floating World in Japanese Fiction
Ike, Japanese Politics (2)
Irye, After Imperialism (2)
Jansen, The Japanese and Sun Yat-sen
Jansen, Sakamoto Ryome
Kahn, The Emerging Japanese Superstate (2)
Kawabata, Thousand Cranes
Kawabata, Snow Country (3)
Kawabata, Sound of the Mountain
Kawai, Japan's American Interlude
Keene, Anthology of Japanese Literature (5)
Keene, Modern Japanese Literature
Keene, 20 Plays of the No Theater
Kennedy, History of Japan
Kublin, Japan
Langdon, Politics in Japan (2)
McFarland, The Rush Hour of the Gods
Maxon, Control of Japanese Foreign Policy
Mendel, Japanese People and Foreign Policy

Japan (continued)

Mills, A Collection of Tales from Uji
Mishima, After the Banquet
Mishima, The Sailor Who Fell from Grace
Mishima, Temple of the Golden Pavillion
Morley, Dilemmas of Growth in Prewar Japan
Morley, Forecast for Japan
Morley, The Japanese Thrust into Siberia
Morris, World of the Shining Prince
Morton, Japan
Munsterberg, Arts of Japan
Murasaki, Tale of Genji (2)
Murdoch, History of Japan
Nish, Anglo-Japanese Alliance
Ogata, Defiance in Manchuria
Oksmoto, Japanese Oligarchy
Olson, Japan in Postwar Asia
Packard, Protest in Tokyo
Relschauer, Japan, Story of a Nation (5)
Relschauer, United States and Japan (2)
Ross, World of Zen
San som, History of Japan (2)
Sansom, Japan, A Short Cultural History (3)
Scalapino, Parties and Politics in Contemporary Japan
Seidensticker, Kafu, the Scribbler
Selden, The Japan Way
Shibayama, A Flower Does Not Talk
Smith, Agrarian Origins of Modern Japan
Soseki, Kokoro
Spear, Takuboku
Stockwin, The Japanese Socialist Party
Storry, History of Modern Japan (5)
Suzuki, Series on Zen
Suzuki, Zen Buddhism (2)
Suzuki, Zen and Japanese Culture
Tanizaki, Makioka Sisters
Thayer, How the Conservatives Rule Japan (2)
Toland, Rising Sun
Totten, Politics in Tokugawa Japan
Varley, Japanese Culture
Varley, Sammurai
Vogel, Japan's New Middle Class
Ward, Japan's Political System
Ward, Political Development in Modern Japan
Warner, The Enduring Art of Japan
Watts, Way of Zen (2)
Weinstein, Japan's Postwar Defense Policy
Yanage, Big Business and Japanese Politics

Korea

Henderson, Korea
Kim, Government and Politics of Korea

South Asia

Banarji, Pather Panchali
Basham, Aspects of Ancient India
Basham, The Wonder That Was India
Beals, Gopalpur (2)
Berreman, Hindus of the Himalayas
Beteille, Caste, Class, and Power (2)
Bhagavad-Gita (Deutsch, tr.) (2)
Bhagavad-Gita (Stanford, tr.)
Bhattacharya, A Goddess Named Gold
Blofield, Tantric Mysticism of Tibet
Brecher, Nehru
Brown, Man in the Universe
Brown, U.S. and India, Pakistan, Bangladesh
Caplan, Priests and Cobblers
Carstairs, The Twice Born
Chatterjee, Introduction to Indian Philosophy
Cohn, India: The Social Anthropology of a Civilization (2)
Currimbhey, Sonar Bangla
de Bary, Sources of Indian Tradition (2)
Dimock, In Praise of Krishna
Ekvall, Fields on the Hoof
Eliade, Yoga
Embree, 1857 in India
Erikson, Gandhi's Truth
Fersh, India and South Asia
Furer-Haimendorf, The Konyak Nagas
Furer-Haimendorf, Morals and Merit
Galbraith, Ambassador's Journal
Ginsberg, Indian Journals
Hargrave, India: Government and Politics (3)
Hesse, Siddartha (2)
Hopkins, The Hindu Religious Tradition (3)
Johnson, South Asia
Kirk, Stories of India (2)
Kothari, Politics in India
Kublin, India
Lamb, India, A World in Transition
Lweis, Village Life in Northern India (2)

Lweis, The British in India
Lewis, Gandhi
McNeil, Classical India
Majumdar, Introduction to Hatha Yoga
Mandelbaum, Society in India
Markandaya, Nectar in a Sieve
Marriott, Village India
Mason, India and Ceylon
Mayer, Caste and Kinship in Central India (3)
Metcalf, Modern India
Mitra, Mahanagar
Morgan, Religion of the Hindus
Nair, Blossoms in the Dust
Nehru, Discovery of India (2)
Pillai, Chemeen
Premchand, Godan
Raja Rao, Kanthapura
Ramayana (2)
Raymond, My Life with a Brahmin Family
Ross, The Hindu Family
Saddharma-Pundarika (2)
Schulberg, Historic India
Sen, Hinduism
Silverberg, Social Mobility in the Caste System in India
Singer, Structure and Change in Indian Society (2)
Singh, Train to Pakistan (2)
Smith, Oxford History of India
Smith, Religions of Man
Smith, South Asian Politics and Religion
Smith, Selections from Vedic Hymns
Spear, History of Modern India (4)
Spink, Krishna Mandala
Srinivas, Caste in Modern India (2)
Thorner, Land and Labour in India
Tibet's Great Yoga Milarepa
Tinker, India and Pakistan
Upanishads (Probhavananda, tr.)
Varma, Contemporary India
Vimalakirti Mirdesa Sutra
Wilbur, Some Aspects of Contemporary Pakistani Society
Wiser, Behind Mud Walls (2)
Wolpert, India
Zaehner, Hindu Scriptures (2)
Zimmer, Myths and Symbols in Indian Art

Southeast Asia

Allen, A Short Introduction to the History and Politics of Southeast Asia
Bastin and Benda, History of Modern Southeast Asia
Benda, The World of Southeast Asia
Boettinger, Vietnam and American Foreign Policy
Buchanan, The Southeast Asian World
Burling, Hill Farms and Padi Fields (2)
Cady, Southeast Asia: Its Historical Development
Hall, A History of Southeast Asia
Hanks, Rice and Man
Lester, Theravada Buddhism in Southeast Asia
Steinberg, In Search of Southeast Asia (3)
Tilman, Man, State and Society in Contemporary Southeast Asia
Wallace, Village Life in Insular Southeast Asia
White, Nobody Wanted War
Wolf, Peasants

Buddhism

Aung, Compendium of Philosophy
Buddhist Wisdom Books
Burtt, The Teachings of the Compassionate Buddha
Conze, Buddhism
Conze, Buddhist Scriptures
de Bary, The Buddhist Tradition
Dhammapada (2)
Goddard, A Buddhist Bible
Kennett, Selling Water by the River
Life and Teachings of Naropa
Murti, Central Philosophy of Buddhism
Nanamoli, The Path of Purification
Rahula, What the Buddha Taught (4)
Robinson, The Buddhist Religion (2)
Streng, Understanding Religious Man
Suzuki, Outlines of Mahayana Buddhism
Swearer, Secrets of the Lotus
Takakusa, Essentials of Buddhist Philosophy
Thomas, History of Buddhist Thought
Warren, Buddhism in Translation

Appendix 4

SURVEY OF UNDERGRADUATE COURSES ON ASIA IN NEW YORK STATE COLLEGES AND UNIVERSITIES

This survey was undertaken in cooperation with the Academy for Educational Development's World Studies Data Bank as background material for the conference on "New Directions in Asian Studies in Undergraduate Education in the 1970's," which is being jointly sponsored by the Columbia University School of International Affairs and Committee on Oriental Studies and the New York State Education Department's Center for International Programs and Comparative Studies on October 26-27, 1973 in New York City. The objective was to provide a kind of base line on the study of Asian societies and traditions in the undergraduate curriculum at this point in time, against which the deliberations at the conference on future needs and directions would take place.

The analysis which follows is based on responses to a circular communication about the survey dispatched by the Foreign Area Materials Center during the summer months. The timing of this communication, unavoidable because of the dates for the conference and consummation of final plans for holding it, is undoubtedly an inhibiting factor in the rate of response. Quantitative summaries of courses offered are, of course, only one index of level of student and faculty interest in a particular field or topic. Some would argue that it is not a very useful index without other kinds of supporting data such as student enrollments (and how these have changed over time), how frequently the courses are offered, what kinds of students take such courses, and so on.

In an ideal world, supporting data of these kinds would certainly have given us a better picture of the current situation in Asian studies in undergraduate education in New York State. Given the antipathy of academics to questionnaires, however, it is predictable that the rate of response to this modest survey would have been sharply diminished if we had tried to extract more information along these lines. In the last analysis, furthermore, even these sorts of data do not tell much about what matters

most - namely, how the individual student who takes a course, or even a whole sequence of courses on Asia, is affected by that learning experience in terms of his understanding of and attitudes toward the peoples and societies of that part of the world which contains most of humanity and with respect to his own future career choices and social behavior as an adult member of society.

Hopefully, the discussion at the conference will shed some light on this last set of issues. In the meantime, the survey which follows gives a rough kind of picture of where we stand in relation to the study of Asia in the undergraduate curriculum in 1973 in the universe of institutions of higher education in New York State. It does this in two ways: first, through a cross-institutional analysis of different disciplines and geographical regions covered by the courses reported in the survey, and second, with a series of "institutional profiles." It also can be correlated to a limited degree with earlier surveys of course offerings on various regions of the Third World of Asia, Africa, and Latin America undertaken by the Center for International Programs and Comparative Studies in 1970 and by the New York State Education Department in 1961 before the Center even existed. During the conference, reference will be made on appropriate occasion to these correlations by way of indicating the sorts of trends in our common area of intellectual interest which seem to have been occurring over the past dozen years.

Summary by Region

	Number of Courses	Percentage of All Courses on Asia
South Asia (including India)	208	22
East Asia (including China, Japan, and Korea)	623	66
Southeast Asia	112	12
Total Courses Reported	943	100

Courses on South Asia

Discipline	Number of Courses	Percent of all courses on all areas
Humanities	1	.1
Art & Art History	4	.3
History	16	1.2
Literature	1	.1
Music	3	.2
Religion	10	.8
Social Science	1	.1
Anthropology	10	.8
Economics	3	.2
Political Science	5	.4
Sociology	6	.5
Linguistics	1	.1
Geography	3	.2
South Asian Studies	1	.1
	65	

Courses on India

Art & Art History	3	.2
History	20	1.6
Literature	8	.6
Music	1	.1
Philosophy	15	1.2
Religion	35	2.7
Anthropology	6	.5
Economics	1	.1
Linguistics	4	.3
Indian Studies	2	.2
Hindi Language	31	2.4
Sinhalese Language	3	.2
Other Indic Languages	14	1.1
	143	

Courses on East Asia

Discipline	Number of Courses	Percent of all courses on all areas
Humanities	1	.1
Art & Art History	6	.5
History	61	4.7
Literature	6	.5
Music	3	.2
Philosophy	4	.3
Religion	8	.6
Anthropology	7	.5
Economics	2	.2
Political Science	20	1.6
Geography	6	.5
Architecture	1	.1
Asian Studies	1	.1
East Asian Survey	1	.1
	127	

Courses on China

Art & Art History	17	1.3
History	98	7.6
Literature	21	1.6
Music	1	.1
Philosophy	7	.5
Religion	8	.6
Anthropology	11	.9
Economics	4	.3
Political Science	22	1.7
Sociology	2	.2
Geography	2	.2
Law	2	.2
Chinese Studies	3	.2
Chinese Language	126	9.8
	324	

Discipline	Number of Courses	Percent of all courses on all areas
Courses on Japan		
Humanities	3	.2
Art & Art History	11	.9
Drama	1	.1
History	52	4.0
Literature	12	.9
Philosophy	2	.2
Religion	11	.9
Anthropology	6	.5
Economics	2	.2
Political Science	6	.5
Sociology	1	.1
Geography	1	.1
Law	1	.1
Japanese Studies	5	.4
Japanese Language	46	3.6
	160	
Courses on Korea		
History	4	.3
Literature	1	.1
Korean Language	7	.5
	12	
Course on Southeast Asia		
Humanities	1	.1
Art & Art History	3	.2
History	32	2.5
Literature	1	.1
Music	1	.1
Anthropology	18	1.4
Economics	2	.2
Political Science	8	.6
Sociology	1	.1
Geography	2	.2
Burmese Language	5	.4
Cambodian Language	6	.5
Indonesian Language	9	.7
Javanese Language	2	.2
Tagalog Language	3	.2

Courses on Southeast Asia (cont.)

Discipline	Number of Courses	Percent of all courses on all areas
Thai-Lao Language	10	.8
Vietnamese Language	6	.5
Other SEA Languages	2	.2
	112	